UNIVERSITY OF CAMBRIDGE

ARRC
ACTION RESEARCH ON RESEARCH CULTURE

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Narrative CVs

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May 2024

A warm welcome!

- We all have different experiences and backgrounds which inform our understanding and learning about job applications and these new documents.

- We value everyone's contributions as a way to learn from one another

- Please pop questions in the chat as we go along; where you see the chat sign, there are activities for you

- Please do introduce yourself in the chat as I start the session!
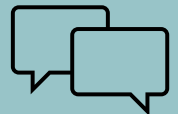
Today's aims

- Feel comfortable delivering a workshop on Narrative CVs

- Understand more about some learning theory and facilitation techniques

- Undertake and evaluate some exercises that will help researchers understand NCVs

- Gain insights into current resources

- Develop answers to some of the discussion points around NCVs
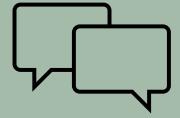
So, what do you know?

Kolb's learning cycle
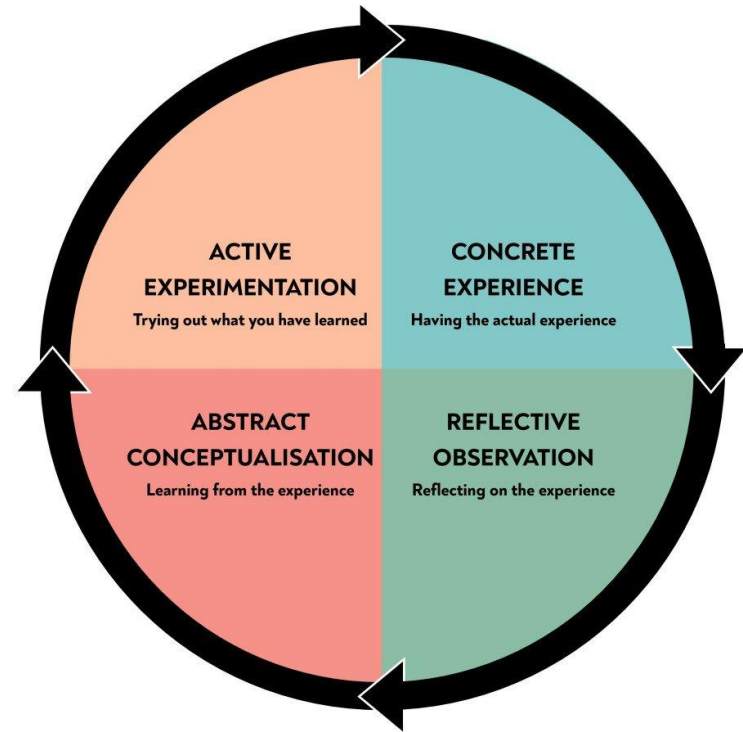
Kolb (1984)

1. **Concrete Experience** – the learner encounters a concrete experience. This might be a new experience or situation, or a reinterpretation of existing experience in the light of new concepts.

2. **Reflective Observation of the New Experience** – the learner reflects on the new experience in the light of their existing knowledge. Of particular importance are any inconsistencies between experience and understanding.

3. **Abstract Conceptualization** – reflection gives rise to a new idea, or a modification of an existing abstract concept (the person has learned from their experience).

4. **Active Experimentation** – the newly created or modified concepts give rise to experimentation. The learner applies their idea(s) to the world around them to see what happens.

Rate your knowledge of NCVs

1) I know a lot: I've written one or have reviewed them

2) I know some: I'm here to add to my knowledge

3) I don't know a lot: I could do with a hand understanding some of the detail

4) I know nothing: this is the first time I've given any of it serious thought

What is a Narrative CV?

- Created originally in the US

- Brought to the UK by the Royal Society

- Increasingly being used across UKRI and other funders

- Used in lots of countries – Poland, NZ, Luxembourg, Switzerland, Ireland, Canada

UKRI UK Research and Innovation

Module 1 – Contributions to the generation of new ideas, tools, methodologies or knowledge

Module 2 – The development of others and maintenance of effective working relationships

Module 3 – Contributions to the wider research and innovation community

Module 4 – Contributions to broader research/innovation-users and audiences and towards wider societal benefit

What is a Narrative CV?

... the generation and flow of new ideas, hypotheses, tools or knowledge

e.g. skills acquired from past research projects, key outputs such as data sets, software, and research and policy publications.

... the R&I community

e.g. across disciplines, institutions, and / or countries, commitments such as editing, reviewing and committee work, positions of responsibility, aiding improvement of research integrity or culture, or strategic leadership in influencing a research agenda.

... research teams and the development of others

e.g. management, supervision, or mentoring critical to the success of a team or its members, or strategic leadership in shaping the direction of a team, organisation, company or institution.

... broader society

e.g. engagement across the public and/ or private sectors or with the wider public, research which has contributed to policy development or public understanding, other impacts across research, policy, practice and business, and other research users.

UK Research and Innovation

What is a Narrative CV?

Broader Society

Research Community

Development of others

Generating knowledge

You

Rationale for NCVs #1

The Résumé for Research and Innovation (R4RI)

- R4RI is UKRI's narrative CV template
- Now used in all UKRI funding opportunities that require track record info
- Web-based guidance on UKRI website
- UKRI to commission evaluation in coming months

Diversity aims
- Allows for better description of varied career paths
- Reduced focus on continuous linear productivity

Wider Research Culture Aims
- Reduced barriers across disciplines and sectors
- Creating the right incentives
- Recognising teamwork and collegiality

A harmonised approach
- Responsible assessment – focus on quality not quantity
- A consistent CV format when applying to UKRI

Professor Dame Ottoline Leyser, UKRI Chief Executive, FLF Conference, Manchester Feb 2024
photo K Murray

Rationale for NCVs #2

- Recognition of broad and valuable contributions to the wider research environment from applicants beyond traditional academic outputs

- Recognition of diverse career pathways into academia and associated transferable skills

- Recognition of 'invisible' research activity and wider acceptance of all research findings as valuable.

https://doi.org/10.3310/nihropenres.1115179.1 *Meadmore et al, NIHR, 2022*

Visible vs invisible skills and experience

Above the surface (visible):
Publications
Impact (e.g. policy)
New products/services
Awards and prizes
Leadership
Invited talks/media
Successful grants/funding
Data sharing
Reduced costs
Increased sales/exports/profits/IP protection

Below the surface (invisible):
Emergent leadership
Management
Building collaborations/stakeholder relationships
Panels/committees
Peer review
Mentorship and supervision
Public Engagement
Efficiencies in products/services/speed to market
Data access/preparation/curation
Team working
Accessibility, inclusivity, integrity initiatives
Co-creation of priorities/plans
Finding, accessing and working with research users
Unsuccessful grants/papers/funding/impact (efforts)
Reduced carbon
Developing expertise

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Ref, eg: [PowerPoint Presentation (nationalacademies.org)](#)

Rationale for NCVs #3

- 'avoid lists, contextualize achievements, fight metrics, enlarge the spectrum of contributions taken into consideration and foster diversity and inclusion.'

- 'The narrative nature of the CV is, in the end, just a pretext for raising interest and working towards the adoption of good practices.'

https://doi.org/10.1093/reseval/rvad013 *Bordignon et al, Research Evaluation, April 2023*

NCV SWOT

Strengths	Weaknesses
Opportunities	Threats

- Please go to [Narrative CV SWOT (padlet.com)](#) What thoughts spring to mind for you?

- What have you heard other people say?

- Please upvote any you hear regularly

NB the [ARRC NCV FAQs](#) document may be useful

Break!

Over to you!

- Go to https://padlet.com/KateMurrayCambridge/narrative-cv-modules-yuokure6un410wri

- Thinking of your own role, or researchers that you know, what would you put into each Module of the UKRI format?

Modules to remind you

... the generation and flow of new ideas, hypotheses, tools or knowledge

e.g. skills acquired from past research projects, key outputs such as data sets, software, and research and policy publications.

... the R&I community

e.g. across disciplines, institutions, and / or countries, commitments such as editing, reviewing and committee work, positions of responsibility, aiding improvement of research integrity or culture, or strategic leadership in influencing a research agenda.

... research teams and the development of others

e.g. management, supervision, or mentoring critical to the success of a team or its members, or strategic leadership in shaping the direction of a team, organisation, company or institution.

... broader society

e.g. engagement across the public and/ or private sectors or with the wider public, research which has contributed to policy development or public understanding, other impacts across research, policy, practice and business, and other research users.

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How was it, completing the exercise?

- Good?

- Bad?

- Indifferent?

- Surprising?

- How would you get people to do this?

- Please put your thoughts in the chat or come on mic to let us know.

Tackling a narrative style: advice from Oxford

Module 1

Example sentence structure: Description of your role and skills in [project/hypothesis/method A], the means by which it came about or was developed further, and the importance of it, as shown by [evidence B, showing significance for the field, e.g. basis for future collaboration or ongoing work of others, awards or other recognition].

Example: "I carried out the data integration using [method A] and co-wrote an early analysis of the effects of [B and C] on health outcomes [DOI]. This study (cited XXX times since X year) was the basis of a series of research community workshops, organised by [organisation D], which led to a [funder] award for the [E] consortium (£ amount)."

Tackling a narrative style: Module 1

'In my eyes, the first project (DOI:…) has two main contributions. Firstly… Secondly… For many researchers from other disciplines than statistics, the article (or my conference presentation) is likely the first time they encounter the topic of [XXX].'

Anonymised examples from ARRC applicants

Module 2

'I re-recorded all the lecture videos and changed the examples to topics that are relevant to healthcare administration. The previous lectures were taken from another course, which might have sent the signal that the course in question wasn't important enough to us to develop course material for it. I also added weekly zoom sessions in which students worked in small groups to solve problems. Previously, the problems and their solutions had been available to the students for most of the duration of the course, and the overall structure of the course was very asynchronous. I hoped that having more scheduled activities would help the students to structure their study time. Both changes were very well received by students.'

Anonymised examples from ARRC applicants

Module 3

Using headings eg
- Editing or Reviewing
- Collaborative Research
- Conferences
- Science awareness

Anonymised examples from ARRC applicants

Module 4

'During my collaboration with Dr X, a medical doctor from ZZZ hospital, on a medical project aimed at doing QQQ, we engaged in extensive knowledge exchange. Dr. X provided valuable insights into medical concepts, while I communicated SSS research methodologies to them. As a result of our collaboration, we developed a promising XXX model (with accompanying statistical and medical papers pending submission), which Dr. X plans to implement in the hospital setting. We hope that our efforts will contribute to enhancing medical practices within the hospital.'

Anonymised examples from ARRC applicants

Over to you!

- Take one of your examples from the Miro board, or a new one.

- Write out your example into the 'Oxford' style.
  - Let's give ourselves 4 minutes quiet to do this

- Does anyone feel brave enough to share their screen or post their example in the chat?

How was that?

- Good?

- Bad?

- Indifferent?

- Surprising?

- What would you do differently?

How to write a 'team CV'?

1. Ask your contributors for their own individual NCV, specific to the project. Provide them with the template and links to relevant guidance.

2. Select the strongest examples of knowledge/skills/capabilities that will help make the project successful

3. Use the examples to draft each section of the CV

4. Ask your team members to review and edit the material

5. Ask a colleague - or a research facilitator - to check for readability

With thanks to Dr Anna Cieslik, Research Facilitator, School of Arts and Humanities, University of Cambridge, for this slide and the next

What we have seen so far

1. PI did this, CoI did this, RA did that…
2. Together, the team did this…
3. We have the following skills/knowledge/experience; which will make this project a success + evidence
4. We have the following skills/knowledge/experience; which will make this project a success + evidence AND this is how we are going to employ them in the project – practical plans

Please note that we have not yet received any evaluations of these proposals

Resources at May 2024 #1 Guidance

- narrative_cv_guide_oxford_june_2023_0.pdf Very structured and helpful resource on content and writing for NCVs [they have a team NCV guide also]

- Narrative CV: resources to help you write one - Overview | Rise 360 (articulate.com) Online resource that works you through the rationale for Narrative CVs and helps you consider each section, from University of Glasgow

- Resources from ARRC – a one-page handout; FAQs and link to KCL podcast recording

- YouTube University of Cambridge Careers Service current offering supporting the creation of NCVs, designed for ECRs

- All about the SNSF CV format SNSF CV website with guidance, FAQs and more, for international comparison

- Podcast – How to create a Narrative CV - DEMENTIA RESEARCHER (nihr.ac.uk) A podcast with four experts discussing Narrative CV's, why they're being introduced, and how to build one.

- PEPCV – Shifting what and who is visible and valued in research and innovation (mariecuriealumni.eu) NCV peer sharing platform

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Resources at May 2024 #2 Rationale, Comment, Advice

- [Introducing R4RI: a better way for you to evidence your contributions – UKRI](#) UKRI Research & Innovation Guidance

- [Research culture: Résumé for Researchers | Royal Society](#) provides the rationale for why they are doing it

- [Blog post from LSE](#) – NCVs 'are changing how we think about researcher assessment'

- [Narrative CVs – a good idea? | ERC (europa.eu)](#) Interesting interview with Prof Anja Leist who had applied for an ERC grant using an NCV and talks about the benefits for someone with an interdisciplinary background in being able to explain her research trajectory. (July 2023)

- [Lessons learned and shared from narrative CV training — Catalyst Editorial (catalyst-editorial.co.uk)](#) Article describing how Sheffield University approached the 'roll out' of NCVs

- [Making Narrative CVs work for your researchers – The Auditorium](#) Article from University of Glasgow about using NCV as a structure for career development conversations
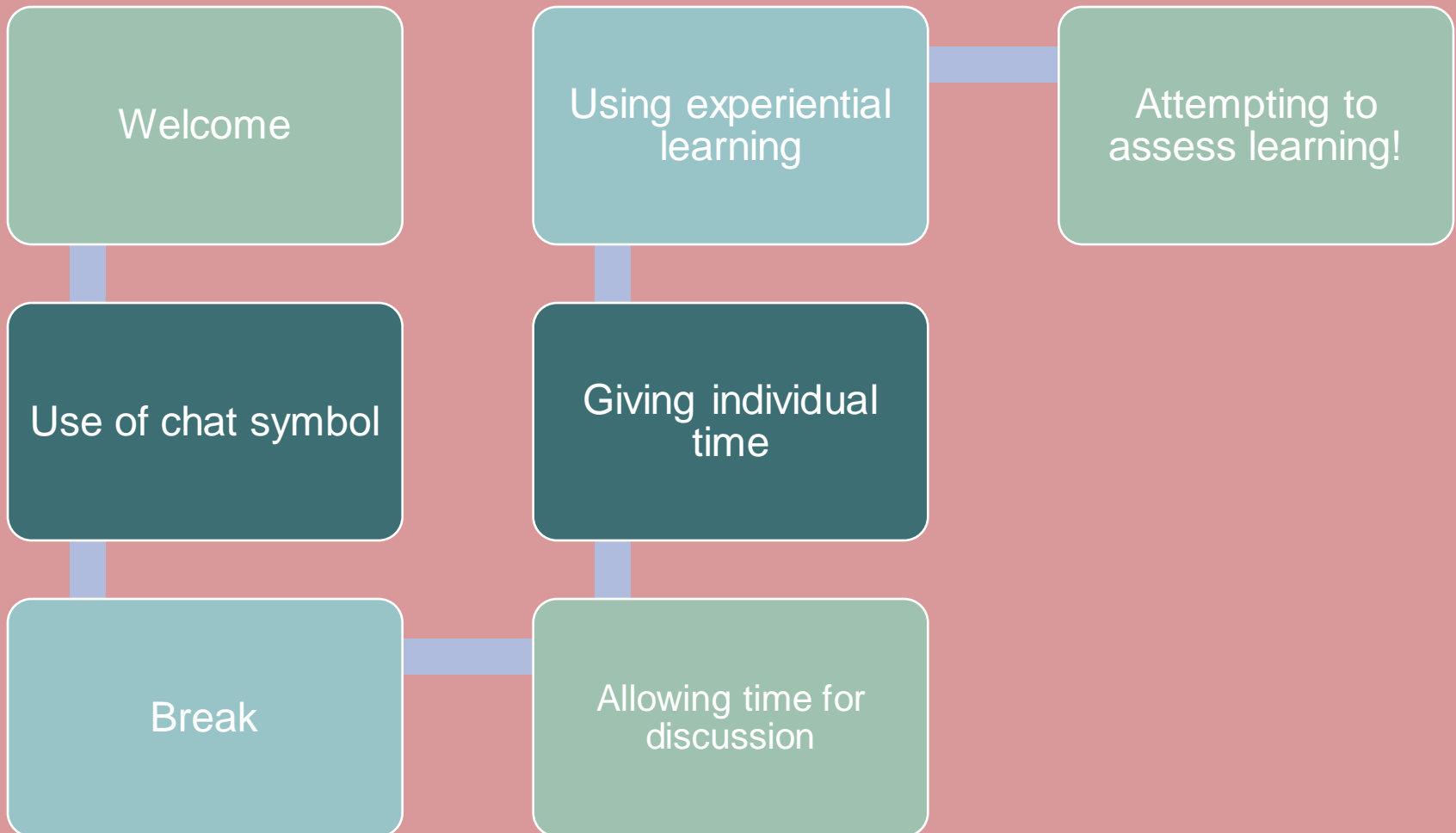
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Rate your knowledge of NCVs

1) I know a lot

2) I know some

3) I don't know a lot

4) I know nothing

General Facilitation: what did I (not) do?

Welcome

Use of chat symbol

Break

Using experiential learning

Giving individual time

Allowing time for discussion

Attempting to assess learning!

What are you going to do with all this?

Now
- ?
- ?

Soon
- ?
- ?

Later
- ?
- ?

Thank you!
Any questions?

Feedback please!

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